DOCUMENT RESUME

ED 153 505 FL 009 463

AUTHOR Cooper, Stephen, Comp.
TITLE Graduate Theses and Disserations in English as a Second Language: 1976-77. Language in Education: Theory and Practice, No. 3.
INSTITUTION ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE May 78
NOTE 34p.
AVAILABLE FROM Center for Applied Linguistics, 1611 N. Kent Street, Arlington, Virginia 22209 ($2.95)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Adult Education; Applied Linguistics; *Bibliographies; Bilingualism; Contrastive Linguistics; Cultural Education; Curriculum; *Doctoral Theses; *English (Second Language); *Graduate Study; Grammar; Higher Education; Instructional Materials; *Language Instruction; Language Research; Language Tests; *Masters Theses; Phonology; Psycholinguistics; Reading; Second Language Learning; Sociolinguistics; Teaching Methods; Vocabulary; Writing Skills
IDENTIFIERS Information Analysis Products

ABSTRACT

This is the second annual listing of graduate theses and dissertations in English as a second language (ESL). The studies cited here were completed during the academic year 1976-77. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies. Information was contributed by program directors, graduate advisers, and department chairmen from among more than 50 institutions in the United States and Canada that are known to have graduate programs in ESL. Each of the 116 entries provide writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers. Entries are listed under the following headings: (1) Adult Education; (2) Applied Linguistics; (3) Bilingualism; (4) Contrastive Studies; (5) Culture; (6) Curriculum; (7) Grammar; (8) Materials; (9) Methods; (10) Phonology; (11) Profession; (12) Psycholinguistics; (13) Reading; (14) Research; (15) Second Dialect; (16) Second Language Learning; (17) Sociolinguistics; (18) Testing; (19) Vocabulary-Usage; and (20) Writing. (Author/AM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

LANGUAGE IN EDUCATION:

THEORY & PRACTICE

3

Graduate Theses and Dissertations in English as a Second Language: 1976-77

Stephen Cooper

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

ERIC/CLL

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ED153505

FL009463

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

3

Graduate Theses and Dissertations in English as a Second Language: 1976-77

Stephen Cooper

Published by
Center for Applied Linguistics

Prepared by
ERIC Clearinghouse on Languages and Linguistics

ISBN: 87281-079-8

May 1978
Copyright © 1978
By the Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Printed in the U.S.A.

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

ERIC (Educational Resources Information Center) is a nationwide network of information centers, each responsible for a given educational level or field of study. ERIC is supported by the National Institute of Education of the U.S. Department of Health, Education and Welfare. The basic objective of ERIC is to make current developments in educational research, instruction, and personnel preparation more readily accessible to educators and members of related professions.

ERIC/CLL. The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), one of the specialized clearinghouses in the ERIC system, is operated by the Center for Applied Linguistics. ERIC/CLL is specifically responsible for the collection and dissemination of information in the general area of research and application in languages, linguistics, and language teaching and learning.

LANGUAGE IN EDUCATION: THEORY AND PRACTICE. In addition to processing information, ERIC/CLL is also involved in information synthesis and analysis. The Clearinghouse commissions recognized authorities in languages and linguistics to write analyses of the current issues in their areas of specialty. The resultant documents, intended for use by educators and researchers, are published under the title Language in Education: Theory and Practice.* The series includes practical guides for classroom teachers, extensive state-of-the-art papers, and selected bibliographies.

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to Teachers of English to Speakers of Other Languages for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either TESOL or NIE.

This publication may be purchased directly from the Center for Applied Linguistics. It also will be announced in the ERIC monthly abstract journal *Resources in Education* (*RIE*) and will be available from the ERIC Document Reproduction Service, Computer Microfilm International Corp., P.O. Box 190, Arlington, VA 22210. See *RIE* for ordering information and ED number.

For further information on the ERIC system, ERIC/CLL, and Center/Clearinghouse publications, write to ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1611 N. Kent St., Arlington, VA 22209.

**From 1974 through 1977, all Clearinghouse publications appeared as the CAL-ERIC/CLL Series on Languages and Linguistics. Although more papers are being added to the original series, the majority of the ERIC/CLL information analysis products will be included in the Language in Education series.*

CONTENTS

PREFACE

TOPIC AREAS

Adult Education	1
Applied Linguistics	3
Bilingualism	4
Contrastive Studies	4
Culture	6
Curriculum	9
Grammar	10
Materials	11
Methods	13
Phonology	17
Profession	17
Psycholinguistics	17
Reading	19
Research	22
Second Dialect	22
Second Language Learning	23
Sociolinguistics	24
Testing	24
Vocabulary-Usage	25
Writing	25

AUTHOR INDEX 26

PREFACE

This is the second annual listing of graduate theses and dissertations in English as a second language. The studies cited here were completed during the academic year 1976-77. The listing is intended to provide graduate students and others doing research in ESL and related fields with specific, comprehensive data on current graduate-level studies.

Program directors, graduate advisers, and department chairmen from among more than 50 institutions in the United States and Canada that are known to have graduate programs in ESL were invited to submit information. Although twice as many universities are represented as last year, the number of studies reported is only slightly higher. It should be noted that a typical graduate program in ESL produces only a few theses or dissertations each year. Furthermore, most Masters-level programs do not require theses. Only a small number of program coordinators failed to submit materials for this year's listing.

The 116 theses and dissertations selected for inclusion fall under subject area headings similar to those used in the TESOL Quarterly. Categories are not mutually exclusive. Cross-listings appear at the end of some sections. Each entry provides the writer's name, thesis or dissertation title, degree earned, university, year degree was granted, name of thesis adviser, department or program, and writer's address. In addition, most entries include summaries of abstracts prepared by the writers of the studies.

The compiler is grateful to the ERIC Clearinghouse on Languages and Linguistics, the Center for Applied Linguistics, the national organization of Teachers of English to Speakers of Other Languages, and the Department of Speech of Louisiana State University for their support of this project.

Stephen Cooper
Louisiana State University

ADULT EDUCATION

1. Berra, Delia. An approach for assisting adults to develop communicative competence in English as a second language. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 98 Seminary Ave., Yonkers, NY 10704.

   This paper discusses teaching English as a second language in the adult basic education program. It points out the problems posed by the open enrollment policy, particularly in the level-one classroom. The study also examines a series of texts and other instructional material with a view toward planning individualized instruction for a heterogeneous group of learners.

2. Burrows, Gail. The community and education: an analysis of Manhattan's Upper West Side and the development of effective adult education programs in ESL. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 60 West 22nd St., New York, NY 10010.

3. Giaimo, Carol. An E.S.L. program for the aged. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 200 Winston Dr., Cliffside Park, NJ 07010.

   The specific needs of senior citizens and the problems confronting them are explored and a comprehensive program for teaching them is developed. Participation in volunteer programs is a major aspect of the curriculum.

4. Gomez, Diane W. An approach to vocational education and TESL for adults through cooking. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 2865 University Ave., Apt. C-3, Bronx, NY 10468.

   This essay addresses the question of how the concurrent use of ESL and vocational training can aid the new adult immigrant arriving in New York City. The related fields of ESL, ESP, EST, and EFL are explored and their approaches are discussed. It is suggested that ESL and vocational training can be taught concurrently by using graded steps, visual stimuli, and contextualization. Two sample units include such topics as interviews, personal references, and obtaining Social Security numbers.

5. Lydon, James A. The problem of attrition before fluency in ABE/ESL. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 1 Marine View Plaza, Box E-21, Hoboken, NJ 07030.

   The causes of attrition are not fully understood, but one possibility may be that a good number of adult ESL students simply do not desire the type of proficiency dictated by our curricula. Another possible cause of attrition before fluency may be that many educators working with adults are employing techniques and approaches designed for the education of children. The aims of this paper are to explore some of the attitudes that may affect an adult's motivation to learn English, and to examine some of the current approaches to language learning, the psychological foundations upon which these approaches are based, and the implications these may have for effective adult language teaching and learning.

6. MacGowan, Adele. From ESOL to the mainstream of academia and society: a transitional framework for adult ESOL classes. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 3201 Atlantic Ave., Apt. B4, Atlantic City, NJ 08401.

   Suggestions are made on what and how to teach in transitional classes. Topics discussed include general teaching and learning techniques; adult learning styles and preferences; the most commonly used morphological, syntactic, phonological, and lexical items; the acquisition of passives; register; roleplay; dramatization; and composition writing. Lists of the following are provided: commercial and teacher-prepared materials for use in transitional courses; songs for teaching semantics and syntax; and placement tests for ESOL and Spanish language skills.

7. McGillen, Marilyn. Adult illiteracy and literacy volunteers. M.A.T., The School for International Training, 1976. Adviser: Raymond C. Clark, M.A.T. Program. Writer's current address: 191 Feronia Way, Rutherford, NJ 07070.

   Administration and content of the Literacy Volunteers of America program are discussed, including tutor recruitment and training; student recruitment, diagnosis, evaluation and placement; tutor-student relationship; and benefits, drawbacks, and effectiveness of one-to-one tutoring of adults in basic reading by trained volunteers.

8. Weisberg, Susan. A program of field trips for the adult learner of English as a second language. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 129 West 75th St., New York, NY 10023.

This program has three goals: to provide contextualization of language learning through which the student will acquire linguistic competence; to familiarize the student with the social patterns of the new environment; to provide insights into the cultural habits of the new population. The paper includes a discussion of theoretical aspects and motivational considerations, as well as sample field trips with suggested classroom procedures, charts, maps, etc.

See also: 40, 77

APPLIED LINGUISTICS

9. Glass, Aviva. Selected sources of interference from the black English vernacular and Puerto Rican Spanish on the speech of second generation Puerto Rican elementary school students in New York City. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 85-15 66th Ave., Rego Park, NY 11374.

   The speech of fifteen elementary school students from Spanish Harlem and Brownsville, Brooklyn was tested for the existence of certain structures and phonemes. Results of the testing for the presence of two black English vernacular structures (habitual be, and negative auxiliary and preverbal indefinite) showed only minimal use with no regularity. On the other hand, greater utilization of black English vernacular phonological features, including the /f/ variable for /θ/, was displayed. Some vestigial phonological interference was exhibited as well as use of pleonastic didn't, a structure unique to Puerto Rican English.

10. Proserpio, Caterina P. A preliminary report on a study of subjective reactions to foreign accented English speech in New York City. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 420 West 19th St., Apt. 10D, New York, NY 10011.

    A pilot study showed that native New York college students have favorable reactions to a sample of Italian-accented English speech. Subjects were asked to rate the speakers' personality traits as revealed by three voice samples--two samples of native New York speech and one of Italian-accented speech. Results tentatively support the hypothesis that New Yorkers are less ethnocentric (or more tolerant) of foreign-accented speech and its speakers than other populations have been in previous studies. The secondary hypothesis, that reaction time necessary

for formation of evaluative judgments based on speech samples is minimal, also received support (reaction time less than 15 seconds).

BILINGUALISM

11. Francis, Gladys. Survey in bilingualism and bilingual educational needs in Pittsburgh, Pennsylvania. M.A., University of Pittsburgh, 1977. Department of General Linguistics. Writer's current address: 224 Maxwell St., Pittsburgh, PA 15205.

12. Freedman, Jane. The role of bilingualism in cognitive and verbal development: a social perspective. M.A., University of Pittsburgh, 1977. Adviser: Christina B. Paulston, Department of General Linguistics. Writer's current address: 5812 Howe St., Pittsburgh, PA 15232.

13. Ryan, Stephanie M. The ESL component of a bilingual program. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 151-68 17th Rd., Whitestone, NY 11357.

    The researcher describes in detail and discusses the ESL component of four types of bilingual education programs: the transitional bilingual program as used by the Las Cruces School in New Mexico; the monoliterate bilingual program which was proposed for implementation in the El Rancho Unified District in Pico Rivera, California; the partial bilingual program offered under the title of Spanish-S in Dade County; and, also in Dade County, the totally bilingual school, or the Coral Way Program. The author also reviews the New York City bilingual program and the place of the Puerto Rican student within this setting. A unit consisting of seven elementary-level social studies lessons is offered as a workable plan to be used in the ESL classroom.

See also: 107

CONTRASTIVE STUDIES

14. Abadir, Lotfy A. A contrastive analysis of English and Farsi with a suggested program in ESL for Persian students. M.S., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 37 Lincoln Terrace, Yonkers, NY 10701.

15. Bertaux, Chantal M. Translation problems from French to English. M.A., Ball State University, 1976. Adviser: Janet Ross, Department of English, Specialization TEFL. Writer's current address: 35 rue de Lorain, Epinal, France 88000.

    Through the contrast of de Maupassant's short story En Mer with two possible translations, the investigator points out translation problems concerning differences in vocabulary, structure, word classes, and punctuation.

16. Carlisle, Robert. Spanish equivalents of English modal verbs. M.A., Inter American University, 1976. Adviser: Rose Nash, English/Linguistics-TESOL. Writer's current address: 1000 Calle Humacao, Urb. Santa Rita, Río Piedras, Puerto Rico 00925.

17. Costa, Robert S. The sounds of English and Terceira Portuguese. M.A., California State University, Fresno, 1975. Adviser: George W. Raney, Department of Linguistics. Writer's current address: 780 West Lewiston, Riverdale, CA 93656.

18. Cutrone, Rina C. A contrastive analysis of Southern Italian and American culture. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 22 Roeckel Ave., Valley Stream, NY 11580.

    This paper focuses on the way in which Southern Italian culture manifests itself in the United States. This is done through an analysis of the outstanding features of both Southern Italian and American culture. The following elements are compared: the family, settlement patterns, the neighborhood, recreation, religion, superstition, occupations, and education. The author points out how this information can be used by the English as a second language teacher, by the bilingual Italian teacher, and as background material for an Italian studies program.

19. Hecht, Zena Mohamed. A contrastive analysis of Trinidad Creole and standard English. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 90-23 54th Ave., Elmhurst, NY 11373.

    This is an attempt to analyze and clarify the most striking differences between standard English and Trinidad Creole. All data were collected through tape recordings of native speakers. Special emphasis and direction are provided for teachers of Trinidad students. The study, which covers various grammatical structures and phonemic transcriptions, also includes lesson plans to help eliminate problems encountered in the classroom.

20. Jiratatpasut, Kanjanee. Some aspects of Thai syntax. M.A., Kansas State University, 1977. Adviser: James L. Armagost,

Speech (Interdepartmental Linguistics Program). Writer's current address: 41 Wutakat St., Dhonburi, Bangkok, Thailand.

This study treats Thai tense and aspect, modals, negatives, questions, and a number of complex sentence types, all in relation to English. It is intended as a reference work for Thais who are studying to become English teachers.

21. Kagelaris, Anastasia. On the character and use non-verbal communication of the Greeks. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 24-09 23rd Ave., Astoria, NY 11105.

The author presents a guide to gestures of Greece and the U.S. and a sample unit for teaching nonverbal communication to Greek students.

22. Lopez, Lourdes P. A contrastive analysis of some common locative prepositions in English and Spanish. M.A., University of Florida, 1977. Adviser: Jayne C. Harder, Linguistics. Writer's current address: 382-4 Maguire Village, Gainesville, FL 32603.

This study is addressed to Venezuelan teachers working with Spanish-speaking students learning English at a "bachillerato" level. Emphasis is placed on the proper usage of the English prepositions in, at, on, and to. Suggestions for classroom exercises based on contrastive analysis are included.

23. Yoshida, Takuei. A comparison of Japanese and English personal pronouns. M.A., California State University, Fresno, 1976. Adviser: Raymond S. Weitzman, Linguistics. Writer's current address: 3-13-2 Higashi-Nakano, Nakano-ku, Tokyo, Japan.

See also: 25, 30, 44, 79, 85, 108

CULTURE

24. Hilmers, Nicholas. Teaching across cultures. M.A., The School for International Training, 1976. Adviser: Raymond C. Clark, M.A.T. Program. Writer's current address: c/o Platon English Language School, 13 Smyrnia, Mytiline, Greece.

This is a review of the personal accounts of twelve teachers who have worked in cultural settings other than their own. It is intended for the use of other teachers who may be faced with similar problems. The twelve critical reviews are supplemented

by a commentary that points out the limitations of the literature and discusses common adjustment problems. It is argued that the success of a teacher in adjusting to a different culture can be attributed to certain qualities of personality: adaptability, a strong will, creativity, and a humanistic attitude.

25. Hisano, Kayoko. Teaching English to Japanese. M.A., The School for International Training, 1976. Adviser: Jean Praninskas, M.A.T. Program. Writer's current address: Mrs. Kayoko Hisano Ishi, 12-26 Shishigaguchi, Nishinomiya-shi, Hyogo-ken 662, Japan.

    This paper offers information on the background of Japanese students to teachers who are native speakers of English. The writer discusses motivation of the Japanese in learning English, the kind of English education that is taught in Japanese high schools, the linguistic differences between Japanese and English, and the psychology of Japanese students.

26. Kacik-Ybry, Sonja. Minimizing culture shock in the ESL classroom: intermediate level. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: P.O. Box 665, FDR Station, New York, NY 10022.

    This paper is directed to ESL teachers in the inner city who feel that they are not reaching students from lower economic backgrounds. Four unit designs are presented, each aiming to convey the beliefs and values of the American culture while responding to the needs and desires of the students. The units deal with such topics as consumer protection, crime, city agencies, free enterprise, starting your own business, and moving out of the city.

27. Klecka, Joan R. The need for cultural awareness with a focus on Mexican Americans. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 179-61 80th Rd., Jamaica, NY 11432.

28. Mulroy, Kevin J. Vietnamese proverbs compared with other sources in investigating national characteristics for pedagogical purposes. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 3091 Webster Ave., Bronx, NY 10467.

29. Negri, Andrea. The cultural background of the teacher and the ESL student and their effects upon each other. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 42-48 64th St., Woodside, NY 11377

    This essay examines some of the conflicts that may arise in the ESL classroom when teachers and students are from different

social or ethnic groups. The theory of interaction analysis and its application in the ESL classroom is discussed, and a personal interaction analysis study included. The essay concludes with a curriculum which gives teachers and students the opportunity to present facts and opinions about their cultures.

30. Powell, Gloria J. A comparison of Latin American and American superstitions for the ESL teacher. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 113-15 34 Ave., Corona, NY 11368.

Students in an eighth grade English as a second language class from eight Latin American countries were given a questionnaire about superstitions and asked to provide, if in existence, the Latin American facsimile of their answers. The results revealed a variety of values and customs that may be of interest to Americans who interact with Latin Americans.

31. Schrank, Annette S. Ethnic humor and the ESL learner. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 72-17 34th Ave., Jackson Heights, NY 11372.

The goal of this study was to discover American joke styles that might cause cross-cultural tension for the ESL learner. The results indicated that the pun, the parody, the insult, and the dialect joke were the most unpopular, and the ethnic joke was the most popular.

32. Sofos, Maria. Cultural conflict of the Greek immigrant in the United States and the impact on his children. M.A., Hunter College. Adviser: Nancy Frankfort, TESL. Writer's current address: 85-34 160th St., Jamaica, NY 11432.

33. Stone, Peter. Acculturation of Puerto Rican families. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 520 Second Ave., New York, NY 10016.

This paper attempts to examine the process of acculturation of Puerto Rican families into mainland United States society within the framework of cultural value orientations and social role theory. Both intrafamilial and extrafamilial processes are examined, and applications to ESL are made.

34. Tong, Virginia M. Guide to the environment of the foreign-born Chinese student. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 1570 First Ave., #4B, New York, NY 10028.

This study offers general background material on Chinese-speaking adolescents as they adjust to their new environment. An effort is made to examine high school students in terms of

their sociocultural and linguistic setting as they relate to possible cross-cultural difficulties.

35. Treiber, Rose. Adaptation and ESL: overcoming culture shock. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 1440 East 103rd St., Brooklyn, NY 11236.

The ESL classroom is seen as the place where foreign students can best overcome, if not prevent, culture shock. Several techniques, including interviews and a unit entitled "Food is Cultural," are discussed.

See also: 18, 59

CURRICULUM

36. Budar, Eva. A pre-enrollment orientation plan for immigrant students of Hawaii's secondary public schools. M.A., University of Hawaii, 1975. Adviser: Ted Plaister, Department of ESL. Writer's current address: 2160-A Atherton Rd., Honolulu, HI 96822.

37. Culbreth, Judith P. The role of English as a second language in migrant education: a case study of related research. M.A., University of Texas at Austin, 1976. Adviser: John Bordie, Foreign Language Education Center. Writer's current address: 5304 Avenue H., Austin, TX 78751.

38. Denton, Johnnie M. Towards a model of ESL for Krio-speakers of Sierra Leone. M.A., University of Texas at Austin, 1976. Adviser: John G. Bordie, Foreign Language Education Center. Writer's current address: 1023 Althea Dr., Houston, TX 77018.

39. Kaufman, Doris A. ESL social studies curriculum. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 709 Warburton Ave., Yonkers, NY 10701.

This thesis consists of a comprehensive one-year social studies curriculum for the foreign-born student learning English as a second language. The curriculum is based on the history and geography of the United States and is constructed not only to satisfy the requirements of a U.S. history course, but to meet the cultural and structural needs of ESL students. Complete instructions for unit plans as well as daily lesson plans include goal, motivation, materials, procedure, and evaluation. Original worksheets, maps, reading selections, puzzles, transparencies, quizzes, tests, dialogues, structure exercises, projects, and poetry are incorporated.

40. Lynch, Kathleen A. Evaluating an adult basic education and English as a second language migrant program. M.A., University of Texas at Austin, 1976. Adviser: John G. Bordie, Foreign Language Education Center. Writer's current address: 21 College St., Brockport, NY 14420.

41. Ng, Koik E. Survey of selected variables governing the effectiveness of the teaching of English as a second language in the Chinese-Medium Secondary Schools in Singapore. M.A., University of Hawaii, 1975. Adviser: Charles H. Blatchford, Department of ESL. Writer's current address: Apt. 7X Block 9, Neptune Court, Marine Vista, Singapore 15.

    A sampling of 896 pupils and 24 teachers at four different levels in six Singapore schools was surveyed in this investigation. Results revealed positive pupil attitude toward English and speakers of English but negative attitude toward current teaching methods employed. Results also revealed that pupils were well motivated to learn English, though they were unconcerned over the future use of the language. The results of the teacher survey revealed positive attitudes toward English, bilingual education, and learning or self-improvement. The teachers, however, were very negatively motivated in teaching English as a second language. They tended to follow an outdated syllabus and considered their pupils' interests and needs of secondary importance.

42. Yang, Hsiao-Chu. Suggestions for improving the teaching of EFL in Taiwan. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address. 230 East 14th St., New York, NY 10003.

GRAMMAR

43. Cerna, Humberto J. The teaching of English verb + particle expressions to native Spanish speaking students. M.A., University of Texas at El Paso, 1976. Adviser: Diana S. Natalicio, Department of Linguistics. Writer's current address: Universidad Nacional Autónoma de Nicaragua, Recinto Universitario "Rubén Darío," Depto. de Filosofía y Letras, Managua, D.N., Nicaragua.

44. Jorgensen, Karen M. The definite and indefinite articles in English: problems for Greek-speaking students learning English as a second language. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 157 West 88th St., New York, NY 10024.

45. Rosario, Mary E. Noun countability and the article in English. M.A., University of Hawaii, 1977. Adviser: Charles Mason, Department of ESL. Writer's current address: 1229-102 Ala Kapuna, Honolulu, HI 96819.

The study investigated and supported the hypothesis that non-native speakers of English can learn appropriate article usage by receiving instruction in noun countability in sentences.

46. Thomas, Jimmy. Teaching the form and function of English affirmative actives and passives through the use of Malay. M.A., University of Hawaii, 1976. Adviser: Ted Plaister, Department of ESL. Writer's current address: 140 Jalan Telok Gadoy, Klang Selangor, Malaysia.

See also: 101

MATERIALS

47. Bird, David F. Vernacular reading materials development for Pacific Island bilingual education programs. M.A., University of Hawaii, 1977. Adviser: Roderick A. Jacobs, Department of ESL. Writer's current address: Bilingual Education Project for Micronesia, Moore 264, University of Hawaii, Honolulu, HI 96822.

The format and development of a bilingual social studies text for Fiji are described, and it is concluded that the text and the method used to develop it are not efficient models for other reading materials development projects. A more effective and efficient method of producing vernacular reading materials is suggested.

48. Cake, Cathleen. An adaptation of MMC: developing communicative competence in English as a second language for non-academically oriented students. M.A., University of Pittsburgh, 1977. Adviser: Christina B. Paulston, Department of General Linguistics. Writer's current address: 4 Bayard Rd., Apt. 21, Pittsburgh, PA 15213.

49 da Cunha, Cathe. Mexican cooking in the southwest. M.A., University of Arizona, 1977. Adviser: Mary Jane Cook, ESL Program. Writer's current address: 5542 East Copper, Tucson, AZ 85712.

This unit is intended for an advanced reading class. The unit contains an introduction on the history of Mexican food in the

Southwest, sections on how basic staples are prepared, and specific recipes in which they are used.

50. Friedlander, Annette. A special plan book for Brazilian teenage tourists. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 139-09 84th Dr., Jamaica, NY 11435.

The plan book was written for a class of high school students from Brazil who came to the United States to tour the national parks and spend one month sightseeing and studying English in New York City. The curriculum covers highlights of New York City, grammar, conversation, and pronunciation.

51. Ghane, Simin. An annotated bibliography of English as a second language textbooks at SIT. M.A.T., The School for International Training, 1976. Adviser: Raymond C. Clark, M.A.T. Program. Writer's current address: 240 Coran St., Shiraz, Iran.

52. Koher, Donald J. The application of American folklore materials to the teaching of English as a second language. M.A., University of Arizona, 1977. Adviser: Mary Jane Cook, ESL Program. Writer's current address: 1920 North Tenth Ave., #D, Tucson, AZ 85705.

The writer suggests ways in which the following six areas of folklore might be utilized: folk songs, folk speech, tongue twisters, folk comparisons, proverbs, and riddles.

53. Lucas, Roberta. A file of games and fun activities for teaching ESL. M.A., University of Arizona, 1977. Adviser: Mary Jane Cook, ESL Program. Writer's current address: Colegio Franklin Delano Roosevelt, The American School of Lima, Apartado 247, Miraflores, Lima 18, Perú.

Some of the games in this project are designed for beginners and include drills on basic structures. Other games are for advanced students and involve more sophisticated language abilities. While most of these games can be used with teenagers or adult learners, a few of them are more suitable for children. The project includes nineteen games and twenty-eight activities.

54. Rauchwarger, Laurie. Teaching games for second language learners. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 10705 Rose Ave., Los Angeles, CA 90034.

Incorporated into this paper are forty different types of games which provide practice with vocabulary, sentence structure, and grammar, and which also aid in developing reading and writing skills.

55. Solomon, Eric L. Mystery stories for ESL. M.A., University of Arizona, 1977. Adviser: Mary Jane Cook, ESL Program. Writer's current address: 3426 North Campbell Ave., Tucson, AZ 85719.

These mystery stories are based on the concept of the strip story. Included are three stories with suggestions for classroom use, as well as indications for creating other stories.

See also: 94

METHODS

56. Adducì, Maria. Individualizing an EFL-ESL class through the use of learning activity packages. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 71 Bay 8th St., Brooklyn, NY 11228.

An individualized program is developed for an EFL-ESL intermediate high school class whose background language is Italian. Three sample LAPs are illustrated and include a teacher's guide, tests, answer keys, and transparencies.

57. Adler, Susan L. An ESL survival kit for the regular classroom teacher. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 302 West 87th St., New York, NY 10024.

The author presents lesson plans that deal specifically with the special needs of the ESL child in a regular classroom.

58. Allender, Susan C. On the augmentation with English of the communicative competence of a Filipino child in Hawaii. M.A., University of Hawaii, 1976. Adviser: Susan Fischer, Department of ESL. Writer's current address: 81 Forrest St., South Perth, W.A., Australia.

59. Auman, James E. Teaching strategies for the Passamaquoddy and Penobscot Indians. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 45 Prospect Place, North Plainfield, NJ 07060.

This paper looks at the way Indians learn, which does not involve traditional, teacher-directed methods, and offers some possible teaching strategies for reaching these students.

60. Boland, Patricia M. The use of activity centers as a technique for developing the basic oral language skills in a self-contained elementary ESL class of mixed language backgrounds and cultures.

M.A., Hunter College, 1976. Adviser: Nancy Frankfort, TESL. Writer's current address: 239 West 230th St., Bronx, NY 10463.

61. Buckheister, Patrick. Second language teaching: a proposal of methodology. M.A., California State University, Fresno, 1976. Adviser: Jerry D. Hopkins, Department of Linguistics.

62. Epstein, Ann L. Language games and exercises for classroom use in TESL. M.A., University of Texas at Austin, 1976. Adviser: Mark Seng, Foreign Language Education Center Writer's current address: 13130 Rosser Rd., Dallas, TX 75234.

63. Giovanis, Peggy. The development of new approaches in teaching English as a second language based on child language acquisition theories. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 45 Belmont Place, Staten Island, NY 10301.

    This thesis investigates recent theories of child language acquisition and then discusses ways that these theories and processes can be applied to second language teaching.

64. Gordenstein, Carol. Suggested activities for using the newspaper in the ESL classroom. M.A.T., The School for International Training, 1977. Adviser: Raymond C. Clark, M.A.T. Program. Writer's current address: 44 Woodside Terrace, Springfield, MA 01108.

65. Holdman, Annette. English as a second language for the blind. M.A., University of Arizona, 1977. Adviser: Mary Jane Cook, ESL Program. Writer's current address: 3131 East Glenn St., Tucson, AZ 85716.

    This paper is a report on how to meet the special needs of the blind ESL student. It includes guidelines for teaching pronunciation, reading, and writing, as well as information on availability of materials.

66. Krainz, Stacy. Beyond words: the effect of nonverbal communication in classrooms of English as a foreign language. M.A., University of Texas at Austin, 1976. Adviser: John G. Bordie, Foreign Language Education Center. Writer's current address: 2931 Vinsetta, Royal Oak, MI 48073.

67. Lindwasser, Diana. Teaching English as a second language in the early grades through concept skills. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 335 East 70th St., New York, NY 10021.

68. Madigan, Megan T. Developing listening comprehension: note-taking exercises for the ESL student. M.A., University of

Pittsburgh, 1976. Adviser: Thomas Scovel, Department of General Linguistics. Writer's current address: 4017 Windsor St., Pittsburgh, PA 15217.

69. Merrill, Carol M. A mixed approach in the E.S.L. classroom. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 5440 Netherland Ave., Bronx, NY 10471.

An ESL program is proposed which combines TESL techniques with creative dramatics techniques. Students would memorize the dialogs from specially produced films and then act out the dialogs with altered subtexts. The teacher would then engage the class in a series of creative dramatic exercises. These activities would provide a complete ESL course which would lead the student from rote memorization to natural communication.

70. Mitchell, Linda J. The utilization of slides in teaching English as a second language. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 138-15 Franklin Ave., Flushing, NY 11355.

Slides need not be limited to the areas of culture and vocabulary. Slides may be used effectively to teach all aspects of second language learning: culture, vocabulary, reading, grammar, listening comprehension, speaking, and writing. Lesson plans and slide presentations are included in this study.

71. Ngai, Mee-Lon. Sit down and talk: an approach to guided conversation. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 162-25 Depot Rd., Flushing, NY 11358.

72. O'Brien, Maureen. Group learning in the language classroom: use of the strip story as a teaching and learning technique. M.A., University of Hawaii, 1975. Adviser: Ted Plaister, Department of ESL. Writer's current address: 302 Main St., South Amboy, NJ 08879.

In the strip story procedure, individual students must memorize various sentences of a story or anecdote assigned at random and then the class must put the story back together strictly through verbal interaction. This thesis describes the use of the strip story technique with a group of Japanese students and explores the hypothesis that the use of a student-directed technique like the strip story will lead to improvement in students' attitude toward and performance in English. It also suggests a method of identifying and observing specific student behaviors in order to measure more adequately students' communicative competence.

73. Sander, Andrea H. Individualizing the ESL classroom. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 1936 Johnson Ferry Rd., Apt. 102 A, Atlanta, GA 30319.

The respective roles of the teacher and the students, the learning modes possible in an individualized classroom, Learning Activity Packages and various learning contracts, and suggestions for initiating an individualized program are discussed in this study. A Learning Activity Packet on "The Clothes We Wear" is included. (Activities are intended for the younger ESL learner.)

74. Shield, Nancy L. The use of music in an early childhood English as a second language classroom. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 20 Ocean Court, Apt. 2F, Brooklyn, NY 11223.

The writer describes specific musical activities and includes classroom and reference materials.

75. Solomon, Toby. Using poems and dialogues in teaching ESL in the early childhood classroom. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 90-02 63rd Drive, Rego Park, NY 11374.

Twenty early childhood demonstration lesson plans are presented. These attempt to show how poems and dialogues can be adjusted to suit a particular objective, and how they can be advantageously integrated into lessons.

76. Taber, Winona. Computer-assisted instruction in English as a foreign language. M.A., University of Texas at Austin, 1977. Adviser: Laurel Briscoe, Foreign Language Education Center. Writer's current address: c/o Beryle Creamer, Dutch Neck, Waldoboro, ME 04572.

77. Vodvarka, Kathleen. Teaching American kinesic and proxemic patterns to beginning adult ESL students. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 1314 Virginia Ave., Bronx, NY 10462.

78. Wiggin, Barbara M. Syntax and discourse analysis: an approach to the teaching of scientific English. M.A., University of Hawaii, 1977. Adviser: Ruth H. Crymes, Department of ESL. Writer's current address: 1434 Post Ave., Torrance, CA 90501.

A review and extension of work done relating verbal forms in scientific English with discourse functions. Results of testing done with native and non-native English-speaking scientists and native nonscientists are given to show differences in

knowledge of implicit rhetorical functions of verbal forms. Sample FSL materials utilizing these principles are included.

See also: 100

PHONOLOGY

79. Netsu, Machiko. The correction of phonemic replacement of English sounds by the Japanese speaker studying English as a foreign language. M.A., University of Texas at Austin, 1976. Adviser: John G. Bordie, Foreign Language Education Center. Writer's current address: 3182, Ina, Nagano, Japan.

80. Peterson, Steven J. Teaching pronunciation in the intermediate ESL classroom. M.A., University of Hawaii, 1974. Adviser: Robert Krohn, Department of ESL. Writer's current address: 1212 Ash Ave., Provo, UT 84601.

PROFESSION

81. Dick, Barbara C. Systematic observation for the ESL and FL teacher: a personal study. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 155 East 88th St., New York, NY 10028.

    The author discusses the need for a comprehensive framework and technical language for ESL and FL classroom observation, both for the supervisor and the researcher. Several observation systems and studies are analyzed. With the exception of Fanselow's FOCUS, all are found to be judgmental and prescriptive, and lack clear, precise terminology.

PSYCHOLINGUISTICS

82. Clemens, Mary B. A study of language attitudes and their relationship to the study of foreign or second languages. M.A., University of Hawaii, 1976. Adviser: Richard Day, Department of ESL. Writer's current address: 233 San Antonio Ave., Honolulu, HI 96813.

This study tested the hypothesis that public school students in Hawaii have a negative stereotype of Ilokano speakers, and that those who have studied foreign languages in school will have fewer of these stereotypes. Although the first hypothesis was confirmed, the most negative stereotypes of Ilokano speakers were held by those students who had studied foreign languages in school.

83. Cook, James R. C. II. Intrinsic motivation: a foundation for foreign language teaching. M.A., University of Texas at Austin, 1977. Adviser: Laurel A. Briscoe, Foreign Language Education Center. Writer's current address: 1524-D West 6th, Austin, TX 78703.

84. Dadian, Aida. Motivations and attitudes of Armenian immigrants as predictors of successful adjustment to American culture and language learning. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 176 Waters Edge, Valley Cottage, NY 10989.

85. Goldstein, Lynn. In defense of the contrastive analysis hypothesis. M.A., University of Pittsburgh, 1976. Adviser: Thomas Scovel, Department of General Linguistics.

86. Morley, Louise. A study of empathetic response to two foreign language speech styles. M.A., University of Ottawa, 1976. Adviser: Gerald Neufeld, Linguistics. Writer's current address: 18 Driveway, Ottawa, Ontario K2P 1C6.

87. Mullaney, Rose A. Integrative versus instrumental motivation: a study of the effects of two types of motivation in second language learning. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 7708 Colonial Rd., Brooklyn, NY 11209.

The author confirms the hypothesis that there is a correlation between success in second language learning, and the motivation and attitudes of the language learner. Two groups of Chinese adults studying English as a second language participated in the study. The results of the study showed that students who studied English for reasons relating to cultural assimilation were more proficient in English.

88. Saridaki, Maria. The role of motivation in performance in English as a foreign language. M.A., Ball State University, 1976. Adviser: Janet Ross, Department of English, Specialization TESOL. Writer's current address: 6 Gabriilidou, Athens, Greece 902.

Greek high school students were examined as to type and degree of motivation in learning English as a second language. An attempt was also made to find the relationship between motiva-

tion and performance. The research showed that performance in English had a higher correlation with general performance and achievement orientation than it had with any kind of motivation, although motivation influenced performance to a certain extent. High performers in English as a second language had above-average intelligence and desired to do well at school and continue their studies beyond the high school level. They also had positive attitudes toward the people whose language they were learning.

89. Theberge, Raymond. Error analysis, interlanguage and second language reading strategies. M.A., University of Ottawa, 1976. Adviser: Philip C. Hauptman, Linguistics. Writer's current address: 5-314 Somerset E., Ottawa, Ontario.

90. Tsiakos, Bessie. Language learning and the Greek: the attitudinal implications of learning English as a second language. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 84-02 159th St., Jamaica, NY 11432.

    This study attempted to show that the attitude of the Greek toward English language learning can be used as a predictor of successful adjustment to American culture. It was concluded that while Greeks may have a positive attitude toward Americans and the English language, they may not be motivated to learn English because the ethnic community in which they live meets their needs.

91. Urbano, Francine T. The role of error analysis in an ESL elementary school classroom. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 1245 Belmont Ave., Brooklyn, NY 11208.

    Errors in second language acquisition are analyzed from two different points of view: contrastive analysis and error analysis. The writer investigates the validity of the latter by means of oral and written work in a level-one, beginning ESL elementary school class. A food unit designed to teach structural items to beginning ESL students is also included.

READING

92. Antonnelli, Vincent D. Readings with exercises for advanced ESL students. M.A.T., The School for International Training, 1976. Adviser: Raymond C. Clark, M.A.T. Program. Writer's current address: 3224 West 3rd Ave., Vancouver, B.C. V6K IN4.

This project contains three readings which, although edited, have not been simplified. The readings have been chosen for their potential interest value to the ESL student. Exercises accompany each reading. It is the author's contention that for advanced-level students, grammar and vocabulary exercises are not as important as skill-building exercises. The types of exercises used in this project are comprehension, word forms, cloze passages, phrase meaning, skimming, and reading reconstruction. An appendix includes background material on the SQ3R method, the cloze procedure, and The Fourteen Master Words.

93. Bockman, John. Teaching reading and comprehending caution labels on dangerous substances. M.A., University of Arizona, 1977. Adviser: Mary Jane Cook, ESL Program. Writer's current address: 8732 East Vicksburg St., Tucson, AZ 85710.

The writer presents an adult basic education module designed to develop a non-native English speaker's ability to comprehend and use caution labels on containers for drugs and dangerous substances. The module consists of a pretest, structured exercises, and a post-test. Students begin the module by learning to comprehend caution words and end by writing their own caution label.

94. Bufalari, Denise. Improving reading skills with American folk stories. M.A., University of Arizona, 1977. Adviser: Mary Jane Cook, ESL Program. Writer's current address: 2819 Gloth Ave., Erie, PA 16504.

The writer has adapted ten stories for classroom use on the advanced level. Each selection is followed by a series of multiple choice questions and a Think section requiring the student to draw conclusions based on the story or to identify the main idea. Emphasis is on inferential and high-level reading skills.

95. Heffez, Susan. A reading skills approach to reading for the ESL student. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 67-49 192nd St., Flushing, NY 11365.

This program, based on reading skills, consists of short, high-interest, graded reading selections with a limited vocabulary. The selections are followed by skills exercises and guided dialogues designed to reinforce the reading selection and to give the ESL student an opportunity to engage in directed or creative writing and oral communication.

96. Krukar, Gary J. Some factors in the selection of extensive reading materials for college students of ESL. M.A., Elbert

Covell College, University of the Pacific, 1977. Adviser: Donald M. Decker ESL Program. Writer's current address: Elbert Covell College, University of the Pacific, Stockton, CA 95211.

This thesis provides a rationale for the use of junior high school textbooks in an intermediate-level extensive ESL reading program that requires students to learn to read longer passages while concentrating on the meaning of what they are reading rather than on the language itself.

97. Langerquist, Sue. Introducing reading to beginning students of English as a foreign language. M.A., University of Texas at Austin, 1976. Adviser: John G. Bordie, Foreign Language Education Center. Writer's current address: 1501 Cummins Parkway, Des Moines, IA 50311.

98. McAnally, Gary. "Albert Baba." M.A., University of Arizona, 1977. Adviser: Mary Jane Cook, ESL Program. Writer's current address: 2919 North Geronimo, Tucson, AZ 85705.

A simplification and Anglicization of "Ali Baba and the Forty Thieves" for use with a beginning reading class of Arabic students. The text is accompanied by study questions and vocabulary, preposition, and article exercises.

99. Saul, Dale and Linda Driver. The reading process and alphablanks. M.A.T., The School for International Training, 1976. Adviser: Mary M. Clark, M.A.T. Program. Writers' current addresses: Ms. Dale Saul, 5 Chapin St., Brattleboro, VT 05301; Ms. Linda Driver, 1002 Broadway, New Orleans, LA 70118.

The authors have attempted to expand to the ESL classroom the use of alphablanks, an aid for teaching reading to children--especially those with learning disabilities. The first section of the paper discusses current research in reading, and the second relates these concepts to the use of alphablanks. A series of activities specifically related to ESL are included.

100. Tatanaburi, Opas. Instructional innovation in English as a foreign language speed reading at secondary level. M.A., University of Texas at Austin, 1977. Adviser: John G. Bordie, Foreign Language Education Center. Writer's current address: 305 E Deep Eddy Apts., Austin, TX 78703.

101. Zachau, Sharon J. Grammatical cue exercises for the beginning ESL reader. M.A., University of Pittsburgh, 1976. Adviser: Christina B. Paulston, Department of General Linguistics.

See also: 49, 89

RESEARCH

102. Jenson, Kenneth M. Research methodology for teacher trainees in English as a foreign language. M.A., University of Texas at Austin, 1976. Adviser: Laurel Briscoe, Foreign Language Education Center. Writer's current address: Route 2, Cranfills Gap, TX 76637.

SECOND DIALECT

103. Alexander, M. Lauryn. Black English: how widely it is used in the inner-city school. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 54 Boerum St., Brooklyn, NY 11206.

    According to the author's survey of some black inner-city school children, those who were in the top classes had speech patterns which were closer to standard English than to black English. Their peers in the slower class were more apt to speak the black English vernacular.

104. Cohen, Betty A. From substandard dialects to accents of nationalism: the Hawaiian English dialect as a product of language maintenance and shift in Hawaii and the implications for the teacher of ESL. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 10-01 162nd St. (3C), Whitestone, NY 11357.

    While there are some signs that the regional dialect is moving closer to standard English, there are also indications that the Hawaiian English dialect (HED) is stabilizing and expanding to the extent that it may one day supersede and even replace standard English (SE) as the regional dialect of Hawaii. When teaching standard English to the dialect speaker, the teacher should be careful to present SE as a second dialect which in no way interferes with or infringes upon the first. Speakers of HED should be able to acquire the new dialect of SE without feeling that their own dialect is stigmatized.

105. Conde, Patricia. Black English as interference in encoding. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 222 East 93rd St., New York, NY 10023.

A research study attempting to determine the role of black English interference in encoding certain standard English structures found that black English does not play a significant role in reading comprehension, but that it can interfere with listening comprehension.

See also: 9

SECOND LANGUAGE LEARNING

106. Dupee, Rebecca C. Language learning from a learner's perspective. M.A.T., The School for International Training, 1977. Adviser: Alvino E. Fantini, M.A.T. Program. Writer's current address: 710 Main St., Bennington, VT 05201.

This paper examines the second language learning experience of a language teacher who participated in a two-day Community Language Learning seminar. Preliminary results indicate that learning can take place in a model which emphasizes unsystematic exposure to the target language and unrestricted use of the native language.

107. Johnson, Nancy. Research in second language acquisition: some implications for the bilingual classroom. M.A., University of Texas at Austin, 1976. Adviser: Judy Lindfors, Foreign Language Education Center. Writer's current address: 601 West Chandler Rd., Round Rock, TX 78664.

108. Joshi, Sudhakar B. A comparative study of the occurrence of language interference factors in English language acquisition among Chinese, Filipino and East Indian-American students in the San Francisco Bay area schools. Ed. ., University of San Francisco, 1977. Adviser: Alma Flor Ada, Multicultural Program, School of Education. Writer's current address: 3235 Belmont, Apt. 1, El Cerrito, CA 94530.

This study focuses on such aspects of ESL as pronunciation, intonation, rhythm, and grammar.

109. Kleinmann, Howard. Avoidance behavior and its predictability in adult second language acquisition. Ph.D., University of Pittsburgh, 1976. Adviser: Christina B. Paulston, Department of General Linguistics. Writer's current address: 5850 Beacon St., Pittsburgh, PA 15217.

110. Romett, Carol L. Strategies in child second language acquisition. M.A., University of Pittsburgh, 1976. Adviser:

Thomas Scovel, Department of General Linguistics. Writer's current address: 44 Red Berry Rd., Levittown, PA 19056.

See also: 63

SOCIOLINGUISTICS

111. Kunugi, Katsuyo. A sociolinguistic study of English spoken by Japanese Americans. M.A., California State University, Fresno, 1976. Adviser: Frederick H. Brengelman, Linguistics Department. Writer's current address: 725 East Princeton, Fresno, CA 93704.

See also: 12

TESTING

112. Koay, Patrick H.C. Aspects of language testing as applied to Malay learners. M.A., Kansas State University, 1976. Adviser: James L. Armagost, English (Interdepartmental Linguistics Program). Writer's current address: English Department, Mara Institute of Technology, Shah Alam, Selangor, Malaysia.

    This study illustrates the application of various testing principles and techniques, especially contrastive analysis, to a homogeneous group of language learners (Malay-educated post-secondary students in a one-year intensive English course offered at Mara Institute of Technology, Malaysia). It includes discussion and analysis of several test modes--multiple choice, cloze, correction of errors, translations, essays--in both discrete point and integrative frameworks, and some remarks on problems of scoring. Appended are sample sections of the final test administered at Mara, which measures aural and oral skills, reading comprehension, and the production of written English.

113. McLean, Guillermo. Development of an intermediate level test of sentence connectors for English-as-a-second-language students. M.A., University of Texas at El Paso, 1976. Adviser: Diana S. Natalicio, Linguistics Department. Writer's current address: Universidad Nacional Autónoma de Nicaragua, Recinto Universitario "Rubén Darío," Facultad de Ciencias y Letras, Aptdo. 663, Managua, D.N., Nicaragua.

VOCABULARY-USAGE

114. Battaglia, Theresa M. Teaching English as a second language vocabulary development through the use of games and activities on the intermediate level. M.A., Hunter College, 1977. Adviser: Nancy Frankfort, TESL. Writer's current address: 4114 Tenth Ave., Brooklyn, NY 11219.

Each of eight areas of vocabulary building--antonyms, synonyms, homonyms, context clues, prefixes, suffixes, compound words, and idioms--is presented along with five related games and/or activities which can be profitably used in an intermediate ESL classroom. These games can also be adapted for use in a lower or higher level classroom situation.

115. Strick, Gregory J. An investigation of the semantic structure of American address terms among American native-speakers of English and Iranian speakers of English as a second language. Ph.D., Georgetown University, 1977. Adviser: Muriel Saville-Troike, Department of Linguistics. Writer's current address: 2026 Key Blvd., Apt. 645, Arlington, VA 22201.

WRITING

116. McMurray, Dennis. Teaching advanced composition to foreign students. M.A., California State University, Fresno, 1976. Adviser: George W. Raney, Department of Linguistics.

AUTHOR INDEX

Abadir, Lotfy A. 14
Adduci, Maria 56
Adler, Susan L. 57
Alexander, M. Lauryn 103
Allender, Susan C. 58
Antonnelli, Vincent D. 92
Auman, James E. 59
Battaglia, Theresa M. 114
Berra, Delia L. 1
Bertaux, Chantal M. 15
Bird, David F. 47
Bockman, John 93
Boland, Patricia M. 60
Buckheister, Patrick 61
Budar, Eva 36
Bufalari, Denise 94
Burrows, Gail 2
Cake, Cathleen 48
Carlisle, Robert 16
Cerna, Humberto 43
Clemens, Mary B. 82
Cohen, Betty A. 104
Conde, Patricia 105
Cook, James R.C. III 83
Costa, Robert S. 17
Culbreth, Judith P. 37
Cutrone, Rina C. 18
da Cunha, Cathe 49
Dadian, Aida 84
Denton, Johnnie M. 38
Dick, Barbara C. 81
Driver, Linda 99
Dupee, Rebecca C. 106
Epstein, Ann L. 62
Francis, Gladys 11
Freedman, Jane 12
Friedlander, Annette 50
Ghane, Simin 51
Giaimo, Carol 3
Giovanis, Peggy 63
Glass, Aviva 9
Goldstein, Lynn 85
Gomez, Diane W. 4
Gordenstein, Carol 64
Hecht, Zena M. 19
Heffez, Susan 95
Hilmers, Nicholas 24
Holdman, Annette 65
Jenson, Kenneth M. 102
Jiratatpasut, Kanjanee 20
Johnson, Nancy 107
Jorgensen, Karen M. 44
Joshi, Sudhakar B. 108
Kacik-Ybry, Sonja 26
Kagelaris, Anastasia 21
Kaufman, Doris A. 39
Kayoko, Hisano 25
Klecka, Joan R. 27
Kleinmann, Howard 109
Koay, Patrick H.C. 112
Koher, Donald J. 52
Krainz, Stacy 66
Krukar, Gary J. 96
Kunugi, Katsuyo 111
Langerquist, Sue 97
Lindwasser, Diana 67
Lopez, Lourdes P. 22
Lucas, Roberta 53
Lydon, James A. 5
Lynch, Kathleen A. 40
MacGowan, Adele 6
Madigan, Megan T. 68
McAnally, Gary 98
McGillen, Marilyn 7
McLean, Guillermo 113
McMurray, Dennis 116
Merrill, Carol M. 69
Mitchell, Linda J. 70
Morley, Louise 86
Mullaney, Rose A. 87
Mulroy, Kevin J. 28
Negri, Andrea 29

Netsu, Machiko 79
Ng, Kiok E. 41
Ngai, Mee-Lon 71
O'Brien, Maureen 72
Peterson, Steven J. 80
Powell, Gloria J. 30
Proserpio, Caterina P. 10
Rauchwarger, Laurie 54
Romett, Carol L. 110
Rosario, Mary E. 45
Ryan, Stephanie M. 13
Sander, Andrea H. 73
Saridaki, Maria 88
Saul, Dale 99
Schrank, Annette S. 31
Shield, Nancy L. 74
Sofos, Maria 32
Solomon, Eric L. 55
Solomon, Toby 75
Stone, Peter 33
Strick, Gregory J. 115
Taber, Winona 76
Tatanaburi, Opas 100
Theberge, Raymond 89
Thomas, Jimmy 46
Tong, Virginia M. 34
Treiber, Rose 35
Tsiakos, Bessie 90
Urbano, Francine T. 91
Vodvarka, Kathleen 77
Weisberg, Susan 8
Wiggin, Barbara M. 78
Yang, Hsiao-Chu 42
Yoshida, Takuei 23
Zachau, Sharon J. 101